



YEAR 8 INDONESIAN MODULE 1 GETTING TO KNOW YOU

UNIT 1 LET'S GO ARCHAPELAGO	UNIT 2 IT'S GOOD TO MEET YOU	UNIT 3 PERSONAL PROFILES
<p>Orientating Task : Explore a street map of the local suburb of Tanah Merah and identify street names that are Indonesian words. What do these street names mean in English? Perhaps interested students can research the history behind the naming of the suburb and streets. AT3</p> <p>Enhancing Tasks :</p> <ol style="list-style-type: none"> 1. Class is to copy notes and discuss fact and figures on the nation and people of Indonesia. At each step draw comparisons with Australia. 2. Class colours-in and deciphers the symbolism behind the Indonesian coat of arms. 3. Class colours-in and labels a map of Indonesia and Southeast Asia. 4. Class watches a video on the eastern islands of Indonesia and answers questions 	<p>Orientating Task : Students complete the speech bubbles in a cartoon strip where two people meet for the first time. Do this in English to demonstrate the language functions that will be covered in this unit. AT6</p> <p>Enhancing Tasks :</p> <ol style="list-style-type: none"> 1. Teacher calls the roll and students respond in Indonesian. AT2 2. Students work in pairs or threes to role play greetings, introductions and to exchange personal information AT1 3. Complete a cartoon strip on greetings, introductions and leave-taking. AT6 4. Students move around the room introducing themselves, interviewing each other and recording the information. AT1 5. Students use drawings of dogs to create a 	<p>Orientating Task : Students use a photo or magazine picture and label the parts of a human body including the use of adjectives to describe these parts. AT3</p> <p>Enhancing Tasks :</p> <ol style="list-style-type: none"> 1. Students make up a “Wanted” poster or a “Missing Persons” poster for themselves. AT4 2. Students listen to descriptions of monsters with multiple body parts, etc. and illustrate the monster based on the description. AT5 3. Students take turns to question a class member who has assumed the identity of a famous person. Record the answers on a data profile sheet and guess the person’s identity. AT1 4. Students complete a personal profile sheet about themselves and their likes and dislikes with regard to food, music, sport,

<p>in their books. AT3</p> <p>5. Class watches a video on the western islands of Indonesia and answers questions in their books. AT3</p> <p>Synthesizing Task : Design an A3 sized poster or a smaller brochure to encourage tourists to visit a particular island or place in Indonesia. AT4</p>	<p>family tree describing not only the relationships but also the physical appearance and character traits of each dog. AT4</p> <p>6. Students write a guided introductory letter Which consists largely of a personal profile detailing name, age date and place of birth, address, etc. AT1</p> <p>Other Activities/Exercises :</p> <ol style="list-style-type: none"> 1. Work on Indonesian pronunciation using a Primary Reading Chart from Indonesia. 2. Use spelling test to reinforce vocabulary to highlight that Indonesian spelling is phonetic. 3. Provide jumbled words that students manipulate in groups to form sentences or dialogues. Groups compete for points. 4. Complete a test on introductions and greeting using material from <i>Ayo</i>. 5. Write sentences describing people from magazines using a list of adjectives provided. 6. Play number games such as Bingo to Reinforce numbers from 1 to 100. <p>Synthesizing Task : Create a storybook brochure or PowerPoint Presentation to introduce or describe family members using real photos or magazine/internet pictures Give details of their occupations, appearance, personal attributes, likes/dislikes and hobbies. AT1</p>	<p>television, movies, etc. They then use this information to write a guided letter to an Indonesian penfriend. AT3</p> <p>Synthesizing Task : Student create a storybook or PowerPoint Presentation about themselves giving details of name, age, address, number of siblings, parents' occupations and likes and dislikes. AT6</p>
<p>General Objectives :</p> <ul style="list-style-type: none"> • to understand the ethnic, linguistic and religious diversity of Indonesia • to understand some of the ethnic tensions which have surfaced in Indonesia in recent years • to appreciate the problems faced in unifying such a diverse nation • locate places on a map of 	<p>General Objectives : Students will use Indonesian to</p> <ul style="list-style-type: none"> • greet each other • introduce themselves and others • exchange personal information • fill in forms giving personal details • describe the physical appearance of themselves and others 	<p>General Objectives : Students will use Indonesian to</p> <ul style="list-style-type: none"> • ask questions about identity • exchange personal information • fill in forms giving personal details • describe the physical appearance of themselves and others • express likes and dislikes

Indonesia		
<p><u>Language Development Objectives :</u></p> <p>1. Functions : NIL</p> <p>2. Grammar : NIL</p> <p>3. Vocabulary/Themes/Topics :</p> <ul style="list-style-type: none"> • places and geographical features • people and ethnic groups <p>4. Discourse Forms</p> <ul style="list-style-type: none"> • map • poster • brochure 	<p><u>Language Development Objectives :</u></p> <p>1. Functions :</p> <ul style="list-style-type: none"> • greeting • introducing • using different modes of address • asking for/giving information • enquiring about/expressing likes/dislikes/preferences • expressing lack of comprehension • asking for repetition • setting out a letter <p>2. Grammar :</p> <ul style="list-style-type: none"> • base verbs • plurality through duplication • personal pronouns • terms used in place of personal pronouns (e.g. Bapak or name of person) • question words • deictics – ini/itu • numbers 1 – 100 • se- for showing singularity • classifier – orang • adjectives • prepositions – kepada/buat • conjunctions – dan • modifiers – mau • negator – tidak <p>3. Vocabulary/Themes/Topics :</p> <ul style="list-style-type: none"> • greetings and introductions • parts of the day <p>4. Discourse Forms</p> <ul style="list-style-type: none"> • conversation • interview • personal letter • profile • multimedia presentation 	<p><u>Language Development Objectives :</u></p> <p>1. Functions :</p> <ul style="list-style-type: none"> • asking for/giving information • enquiring about/expressing likes/dislikes/preferences • expressing lack of comprehension • asking for repetition • asking for a translation <p>2. Grammar :</p> <ul style="list-style-type: none"> • base verbs • adjectives – word order • modifiers – suka, • question words • deictics – ini/itu • se- for showing singularity • prepositions – kepada/buat • conjunctions – dan, tetapi • negator - tidak <p>3. Vocabulary/Themes/Topics :</p> <ul style="list-style-type: none"> • adjectives • hobbies and leisure activities • likes and dislikes <p>4. Discourse Forms</p> <ul style="list-style-type: none"> • survey • interview • personal letter • narrative • multimedia presentation
<p><u>Sociocultural Objectives :</u></p> <ul style="list-style-type: none"> • Indonesian fact file • Indonesian ethnic groups 	<p><u>Sociocultural Objectives :</u></p> <ul style="list-style-type: none"> • how introductions are conducted in Indonesia 	<p><u>Sociocultural Objectives :</u></p> <ul style="list-style-type: none"> • family relationships - respect and care for elders

<ul style="list-style-type: none"> • Indonesian regional languages 		
<p><u>Skills Development Objectives :</u></p> <ol style="list-style-type: none"> Cognitive Processing Skills : <ul style="list-style-type: none"> • compare, contrast and analyse input to make informed judgements Learning-How-To-Learn Skills : <ul style="list-style-type: none"> • search for and discover information • ability to listen for and record specific aspects in a text Communication Strategies : NIL 	<p><u>Skills Development Objectives :</u></p> <ol style="list-style-type: none"> Cognitive Processing Skills : <ul style="list-style-type: none"> • develop strategies to internalize language Learning-How-To-Learn Skills : <ul style="list-style-type: none"> • social interaction skills such as the ability to work in a group Communication Strategies : <ul style="list-style-type: none"> • express lack of comprehension • recognize context and relationships 	<p><u>Skills Development Objectives :</u></p> <ol style="list-style-type: none"> Cognitive Processing Skills : <ul style="list-style-type: none"> • develop strategies to internalize language Learning-How-To-Learn Skills : <ul style="list-style-type: none"> • social interaction skills such as the ability to work in a group • ability to listen to specific aspects in a text Communication Strategies : <ul style="list-style-type: none"> • recognize context and relationships • express lack of comprehension
<p><u>Language & Cultural Awareness Objectives :</u></p> <ul style="list-style-type: none"> • how the various ethnic groups of Indonesia contribute to society in general • Indonesian as the language of communication between people from various ethnic groups in Indonesia 	<p><u>Language & Cultural Awareness Objectives :</u></p> <ul style="list-style-type: none"> • language as a means to learn more about other people • gestures associated with introducing oneself in Indonesian • basic sentence patterns such as replacing the interrogative with the required information or raising tone of voice to make a statement into a question. 	<p><u>Language & Cultural Awareness Objectives :</u></p> <ul style="list-style-type: none"> • language as a means to learn more about other people • gestures associated with introducing oneself in Indonesian • basic sentence patterns such as replacing the interrogative with the required information or raising tone of voice to make a statement into a question.
<p><u>General Knowledge Objectives :</u></p> <ul style="list-style-type: none"> • relevant facts and figures on the Indonesian nation and peoples 	<p><u>General Knowledge Objectives :</u></p> <ul style="list-style-type: none"> • different religious or ethnic groups greet each other in different ways 	<p><u>General Knowledge Objectives :</u> NIL</p>